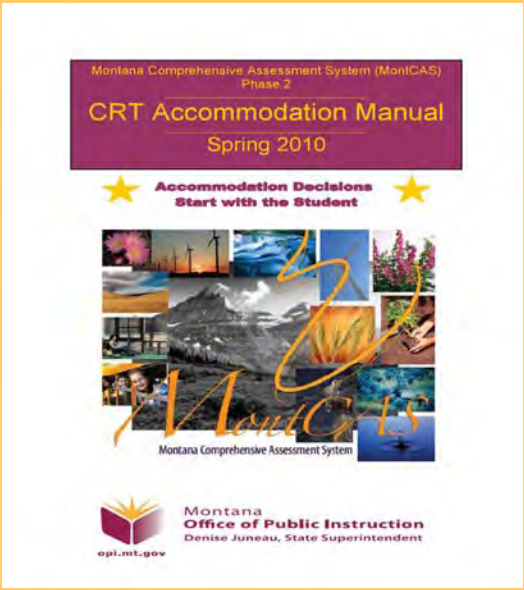
MontCAS, Phase 2 Guidelines and Procedures for CRT Accommodations

Spring 2010

Grades 3-8 and 10

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov



http://www.opi.mt.gov/Assessment/10Admin.html

Accommodations are changes in the standard practices and procedures used to teach and assess students.

What practices does this include?

- **Presentation accommodations**– Allow students to access information in ways that do not require visual reading of standard print.
- **Response accommodations** – Allow students to complete activities or respond to questions in different ways.
- **Setting accommodations** – Change the location in which an activity or test occurs or the conditions of the setting.
- **Timing and Scheduling accommodations** – Change the way in which the time is organized.

NEW THIS YEAR!

- **New coding with **** : to indicate accommodations that are most appropriate for students who have an IEP or 504 Plan
- **Reminders:**
  - There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
  - Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.

NEW THIS YEAR! (Continued)

Specific Accommodations have additional clarifications/details.

5. Small Group Administration
14. Template
16. Writing Tools (Equipment)
17. Voice Activation
19. Dictation
20. Writing Tools (Recording)
21. Assistive Technology
22. Oral Presentation

See pages 12-15 in the 2010 Accommodations Manual

NEW THIS YEAR! (Continued)

Setting Accommodation

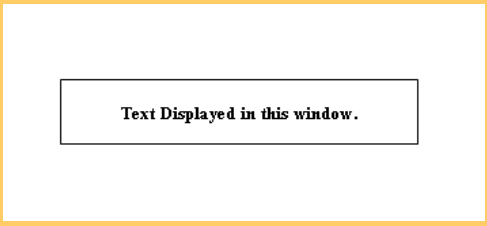
5. Small Group Administration

- **No more than 15 students**
- **Oral presentation small groups should be no more than 5 students.**

NEW THIS YEAR! (Continued)

Equipment Accommodation

14. Template



NEW THIS YEAR! (Continued)

Equipment Accommodations and Recording accommodations #16, 17, 19, and 20 specify the following guidance:

- **Regardless of the device or method used in the accommodation, the test administrator must transfer what the student said/wrote/indicated directly into the appropriate space in the answer booklet.**
- **The student may review what the test administrator transferred, but the test administrator may not initiate any changes.**
- **Student answers must be entered into the answer booklet NOT on a separate piece of paper.**

NEW THIS YEAR! (Continued)

Recording Accommodation

21. Assistive Technology

NEW THIS YEAR! (Continued)

Modality Accommodation

22. Oral Presentation as a Standard Accommodation

- **Math and Science:**
  - Tests may be read aloud to a student by the Test Administrator as a standard accommodation.
- **Reading:**
  - Test **questions and answer choices** may be read aloud to a student by the Test Administrator as a standard accommodation. The reading passages MAY NOT be read aloud to a student as a standard accommodation.

Guidelines for Oral Presentation Accommodation

- Assessment results support the accommodation.
- Documentation of remedial reading services and/or special education and supplementary aids and services.
- Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning.

CAUTIONS
Oral Presentation Accommodation

- This accommodation should be a low-incidence accommodation.
- Oral presentation should be limited to small groups of 3-5 students.
- In advance of the test sessions, students should be advised to follow along with the text as it is being read.

Oral Presentation as a Non-Standard Accommodation

- Reading:
  - Reading aloud of the reading passages to a student or the student uses text-reader software for reading passages is considered a non-standard accommodation.

Don’t accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.

Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are required to participate in state and system wide assessments **with appropriate accommodations** where needed.
- The state must report the **number of students with disabilities provided with accommodations** in order to participate in the regular assessment.

Impact of Accommodations on Test Scores

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.	**Nonstandard Accommodations** change the nature of what is being measured by a test.
Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.	**Impact on Validity of Test Score:** The score becomes invalid; the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

Eligibility for Accommodation Use for the CRT

Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General Student Population	•Can be used, based on individual student need; •Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; •Accommodation(s) used must be coded in the Student Answer Booklet on page 2.	•Not allowed under any circumstances.
Students with IEPs or 504 Plans	•Can be used, based on individual student need; •Need for accommodation is documented in the student's IEP/504 Plan; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2.	•Can be used if need for accommodation is documented in the student's IEP/504 Plan; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; •Student's results for content area will not be calculated in the averages for AYP determination. •Student will be considered a non-participant in the calculation of the AYP participation rate.
LEP Students	•Can be used, based on individual student need; •Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; •Accommodation(s) used must be coded in the Student Answer Booklet on page 2.	•Can be used if need for accommodation is documented in the student's IEP/504 Plan or after consultation with the OPI bilingual specialist; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; •Student's results for content area will not be calculated in the averages for AYP determination. •Student will be considered a non-participant in the calculation of the AYP participation rate.

Link Between Testing and Instructional Accommodations

- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction.
- The specific and unique demands of the testing situation should also be considered in identifying needed supports.

Analyze Test Demands (Elliott & Thurlow, 2006)

Setting	-Can the student focus on his or her own work with 25-30 other students in a quiet setting? -Does the student display behaviors that are distracting to other students taking the test? -Can the student take the test in the same way it is administered to other students? -If the student needs some external support (e.g., interpreter), would this be distracting to others?
Timing	-Can the student work continuously for the entire length of a typically administered portion of the test? -Does the student use accommodations that require more time to complete individual test items?
Scheduling	-Does the student take a medication that dissipates over time? -Does the student's anxiety level increase dramatically when working in certain content areas?

Continued:

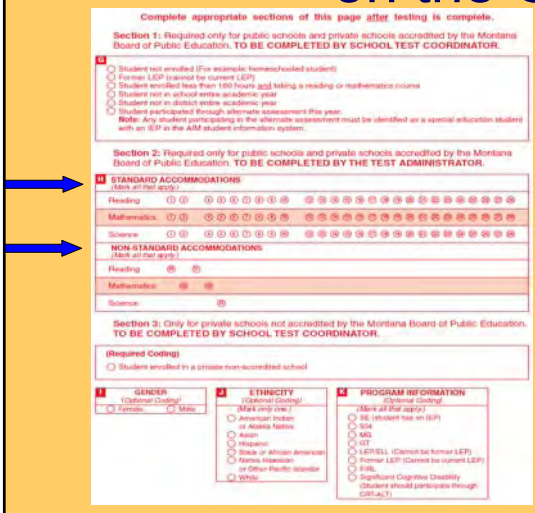
Presentation	-Can the student listen to and follow oral directions given by an adult or an audiotape? -Can the student see and hear? -Can the student read?
Response	-Can the student track from a test booklet to a test response form? -Is the student able to manipulate a pencil or other writing instrument?
Other	-Is this the first time that the student will be taking this type of test? -Other considerations??

OPI List of Test Accommodations

- OPI provides a list of permissible standard accommodations for the CRT and guidance regarding non-standard accommodations.
- The accommodation numbering system is used to code accommodation use on page 2 of the Student Answer Booklet.

Scheduling Accommodations
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. N/A
Setting Accommodations
4. * Individual Administration: Test was administered in a one to one situation.
5. * Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7. * Alternative Setting: Test is administered to the student in a different setting.
8. * Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting: Test is administered to the student by school personnel in their home.
10. * Front Row Seating: A student is seated in the front of the classroom when taking the test.
11. N/A

Coding Use of Accommodations on the CRT


Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. TO BE COMPLETED BY SCHOOL TEST COORDINATOR.

Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. TO BE COMPLETED BY THE TEST ADMINISTRATOR.

STANDARD ACCOMMODATIONS (Mark all that apply)

Reading

Mathematics

Science

NON-STANDARD ACCOMMODATIONS (Mark all that apply)

Reading

Mathematics

Science

Section 3: Only for private schools not accredited by the Montana Board of Public Education. TO BE COMPLETED BY SCHOOL TEST COORDINATOR.

(Required Coding)

Student enrolled in a private non-accredited school

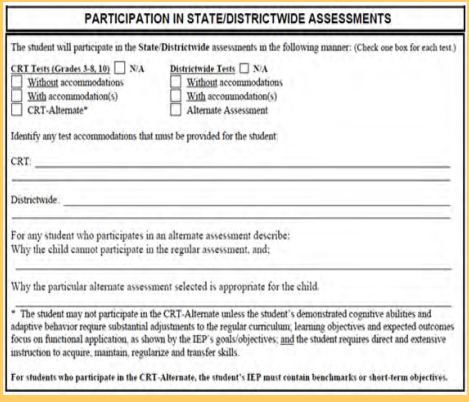
GENDER (Optional Coding) (Mark only one)

ETHNICITY (Optional Coding) (Mark only one)

PROGRAM INFORMATION (Optional Coding) (Mark all that apply)

- Page 2 of Answer Booklet
- Code separately for each content area and type of accommodation.

Document Student Need for Accommodations


PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS

The student will participate in the **State/Districtwide** assessments in the following manner: (Check one box for each test.)

CRT Tests (Grades 3-8, 10) ☐ N/A

- ☐ Without accommodations
- ☐ With accommodation(s)
- ☐ CRT-Alternate*

Districtwide Tests ☐ N/A

- ☐ Without accommodations
- ☐ With accommodation(s)
- ☐ Alternate Assessment

Identify any test accommodations that must be provided for the student:

CRT: _____

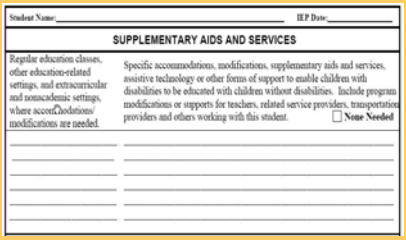
Districtwide: _____

For any student who participates in an alternate assessment describe:
Why the child cannot participate in the regular assessment, and;

Why the particular alternate assessment selected is appropriate for the child.

* The student may not participate in the CRT-Alternate unless the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the regular curriculum; learning objectives and expected outcomes focus on functional application, as shown by the IEP's goals/objectives; and the student requires direct and extensive instruction to acquire, maintain, regularize and transfer skills.

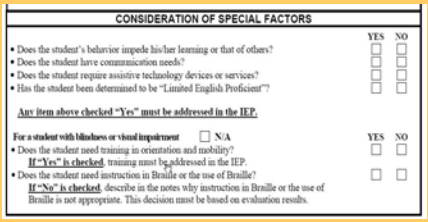
For students who participate in the CRT-Alternate, the student's IEP must contain benchmarks or short-term objectives.


Student Name: _____ IEP Date: _____

SUPPLEMENTARY AIDS AND SERVICES

Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/ modifications are needed.

Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. ☐ None Needed


CONSIDERATION OF SPECIAL FACTORS

	YES	NO
• Does the student's behavior impede his/her learning or that of others?	☐	☐
• Does the student have communication needs?	☐	☐
• Does the student require assistive technology devices or services?	☐	☐
• Has the student been determined to be "Limited English Proficient"?	☐	☐

Any item above checked "Yes" must be addressed in the IEP.

For a student with blindness or visual impairment ☐ N/A

	YES	NO
• Does the student need training in orientation and mobility? **If "Yes" is checked**, training must be addressed in the IEP.	☐	☐
• Does the student need instruction in Braille or the use of Braille? **If "No" is checked**, describe in the notes why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.	☐	☐

Do's and Don'ts in Using Testing Accommodations

Do……	Do not……
•make accommodation decisions on an individual basis. •systematically use accommodations during instruction and carry these same practices into the assessment process. •base the decision about accommodations on the individual needs of the student. •consult the state list of testing accommodations *after* determining what the student needs. •evaluate the student's accommodations periodically because student needs change over time.	•make accommodation decisions on a group basis. •introduce a new accommodation for the first time in an assessment. •base the decision about what accommodations a student will use on the student's disability category. •start from the state list of accommodations when considering what accommodations a student will use in an upcoming test. •pick accommodations once and then never re-evaluate the need for them or for new ones.

For questions and additional information, contact:

- **For questions about policy:**

Judy Snow
(406) 444-3656
jsnow@mt.gov
OR
Karen Richem
(406) 444-0748
krichem@mt.gov

- **For questions about accommodation use:**

Tim Harris
(406) 444-4429
tharris@mt.gov
OR
Gail McGregor
(406) 243-2348
mcgregor@ruralinstitute.umt.edu

- **For questions about ELL/LEP:**

Lynn Hinch
(406) 444-3482
lhinch@mt.gov